Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BA Hons Political Science and International Relations
Teaching Institution	American College of Thessaloniki
Awarding Institution	The Open University (OU)
Date of first OU validation	2013
Date of latest OU (re)validation	2018
Next revalidation	2023
Credit points for the award	360
UCAS Code	N/A
Programme start date	September 2013
Underpinning QAA subject benchmark(s)	A number of sources have been consulted in the design of the ACT BA Hons in Political Science and International Relations, including principally the Subject Benchmark Statement: Politics and International Relations (December 2019) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-politics-and-international-relations.pdf?sfvrsn=73e2cb81_5
Other external and internal reference points used to inform programme outcomes	Review of selective Politics and IR programmes in Greece, the U.K. and the U.S. was informally undertaken by the faculty and these were consulted in the design of the programme. In addition, the American Historical Association, American Political Science Association, the Association of Professional Schools in International Affairs, the National Association of Schools of Public Affairs and Administration were also reviewed.
Professional/statutory recognition	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT, PT N/A

Duration of the programme for each mode of study	FT 4 years, PT 4.5 + years
Dual accreditation (if applicable)	NECHE (USA)
Date of production/revision of this specification	Spring 2023

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The programme of studies for the ACT's BA Hons in Political Science and International Relations has been designed as a current and innovative one, relevant to the academic and professional realities of today. It is characterized by a strong public service ethos, and features career-track training in politics and international affairs for all degree candidates.

The undergraduate program of studies in Political Science and International Relations is characterized by a firm grounding in the disciplinary foundations to the Politics and IR degree, with courses in, political theory, IR theory, international law, international organizations, European integration, foreign policy, and political economy. Simultaneously, students also receive solid training in the social sciences, with a particular emphasis on culture, gender, human geography, and economic relations.
Emphasis is placed on a creative and analytical approach to learning. The Pol Sc and IR majors are encouraged to be critical while exploring the world around them, both past and present. The programme features questions such as what people believe, where they live, how they interact. Several junior and senior Pol Sc and IR requirements and electives echo these questions, focusing on such themes as gender relations, globalization, democracy, equality, rights and justice, and citizenship.

The aims and objectives of the BA Hons International Relations are to:

- provide students with vital knowledge in the subject areas of politics, international relations, history, cultural studies with particular emphasis on interdisciplinary connections and perspectives

- develop students' conceptual, cognitive and analytical skills for academic and professional purposes

- assist students in their efforts to become critical thinkers and commit in continuous growth

- prepare students for postgraduate studies and professional settings

- effectively introduce students to efficient ways of operation in multicultural learning, social and working environments

- cultivate a strong public service ethos and a commitment to collective and individual progress

2.2 Relationship to other programmes and awards (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)
Degree candidates majoring in Pol Sc and IR at ACT take modules in all three ACT divisions and other disciplines (i.e., business, English). A note next to each module below will make this synergy obvious. The programme is related to the Michael and Kitty Dukakis Center for Public and Humanitarian Service which offers opportunities for internships and experiential learning, and organizes various events and public service initiatives (see more below on section 4).
2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place
N/A
2.4 List of all exit awards
Certificate of Higher Education in International Studies 120 credits at Level 4 Diploma of Higher Education in International Studies 240 credits (120 at Level 4, 120 at Level 5) BA Ordinary in International Studies 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
Politics 201 Introduction to International Relations: Theories and Issues	15			N/A for all	Spring
Social Science 210 Introduction to Global Studies and Human Geographies	15				Fall
History 201 Women in Modern Times	15				Spring
European Studies 210 Foundations of European Integration	15				Fall
Research 210 Research methods and analysis	15				Spring
English 250 Advanced Writing and Professional Communication	15				Fall
Politics 230 Comparative Politics	15				Spring
Economics 101 Introductory Macroeconomics (Business)	15				Fall

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 awareness of the main concepts, theories and methodology in the basic disciplines of politics, IR and the Social Sciences A2 understanding of the intellectual and historical foundations of politics and International Relations as fields of academic inquiry with its debates and reformulation A3 awareness of contemporary and historical cultures and societies A4 understading of contemporary political systems and application of a comparative approach to these	Learning and teaching strategy Engage students in close reading, class discussions and group work; place societies and institutions in their social and cultural contexts; utilise a variety of audiovisual resources (videos, films, new media, websites). At this level, familiarity of the students with the appropriate research methods and analytical tools is embedded in the core requirement of Research 210 – Research methods and analysis but also in other modules such as the social science 210 and politics 230. Assessment methods

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
	Use of a variety of summative and formative types of assessment aiming to enhance reading, writing, and studying skills. The types of formative assessment (short responses, presentations, quizzes, tests, short essays, annotated bibliographies) are designed to better prepare students to have a more effective and satisfactory performance in the types of summative assessments (tests, quizzes, exams, projects, term papers, blogs, posters).

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills for the gathering and evaluation of data on the social world (social relations; gender; multiculturalism); research skills and methodological abilities B2 ability to systematically identify underlying theoretical frameworks in terms of globalism (social and historical events and movements in space and time) including the nature of conflict in society B3 familiarity with some of the routine material in the subject matter (IR, politics, culture) and the ability to build an argument with such material B4 ability to conceptualize contemporary globalisation	Learning and teaching strategy Lectures, student led activities and group work, workshops, discussion groups Assessment methods Short definition responses, presentations, quizzes, tests, short essays, book reviews, exams, projects, research/term papers, long essays, ethics scenarios, research proposals.

3B. Cognitive skills	
B5 skills for interpretation of key issues in contemporary politics and international affairs (e.g., environment, democratization, gender relations, human rights)	

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 understanding of tasks relating to public entities, intergovernmental organizations, NGOs and civil society C2 systematic awareness of ethical issues C3 an ability to identify their own practical aptitudes and demonstrate self management skills C4 an ability to identify personal and professional goals and reflect on skills and experience in politics and IR – related fields	Learning and teaching strategy Individual and group projects, class discussions, class presentations, participation in events organised by the College. Assessment methods Multimedia presentations, web based research and projects, case studies, lab exercises, questionnaire, report writing, ethics scenarios.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 a mastery of practical tasks involving IT skills, time management, prioritization, and decision-making	Learning and teaching strategy Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops. Assessment methods

3D. Key/transferable skills	
D2 an ability to communicate effectively information, ideas and concepts relevant to political science and IR D3 ability to work in a group and in a collaborative environment	Group projects, report and project writing, tests and quizzes.

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in International Studies 120 credits at Level 4

Or transfer to BA (Hons) Political Science and International Relations (subject to validation)

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
History 221 Modern World History	15	3 pre-designated 200-level IR Electives (Level 5) NB See accompanying Annex 1	45 total (for three modules)	N/A	Fall
Politics 207 Modern Greek Politics and issues in Greek Foreign Policy	15				Spring
Politics 306 Contemporary Development Issues	15				Spring
Politics 233 International Law and Organisations	15				Fall
Politics 202 Political Theory	15				Spring
					(Politics and IR

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
					Electives both in the fall and spring)

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 Broad knowledge and understanding of the scope and features of politics and international relations (e.g. International law, international organizations, global political economy) A2 Extensive knowledge of current affairs in focused world areas and a special interest for Greece politics in the broader context of SE Europe (where most students come from)	Learning and teaching strategy

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A3 familiarity with and understanding of political theories, of the contemporary world system including the Global South as well as political structures	The junior seminars and lectures are meant to engage students in the knowledge process; class discussions and group work; use of audiovisual aid; promotion of individual research in library and web-based databases. At this level, familiarity of the students with the appropriate research methods and analytical tools is embedded in the core requirements for all modules with an emphasis on those of Pol 233 International Law and Organisations and Politics 202 Political Theory. This is a middle level in which, students' understanding of methodologies and research strategies is grounded as they move from the Research 210 module in level 4 to the thesis modules in level 6. Assessment methods As students move from level 4 to level 5 they are asked to do more critical and persuasive writing with research components phased in progressively. Use of a variety of summative and formative types of assessment aiming to enhance students' writing and critical thinking skills. Formative assessments are designed to better prepare students to have a more effective and satisfactory performance in the types of summative assessments (exams, projects, research papers, position papers, comparative policy essays). An example of such include a case-law commentary in Pol 233, where students will be asked to critically present and comment on an important topic of general international law elaborated in the judgment under review.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills for gathering, evaluation and critically analyze information about the contemporary global system and its operation B2 competance in the appropriate choice, synthesis and use of material according to theories and concepts B3 ability to apply a conceptual understanding of the fields of politics and International Relations and the world systems to create and sustain arguments and to solve problems	Learning and teaching strategy Lectures, student led activities and group work, workshops, discussion groups, individual research Assessment methods Short responses, presentations, tests, long essays, book reviews, examinations, projects, research papers, take – home exams, position papers, tests. Assessment exercises in level 5 frequently focus on policy responses to social and political problems in addition to the theoretical and empirical dimensions of social science research.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 ability to engage with practical and professional skills, including problem solving and team work skills	Learning and teaching strategy Individual and group projects, participation in events organised by the college and the Division (career week, seminars on CV writing and interview techniques etc)

3C. Practical and professional skills	
C2 ability to identify appropriate criteria for evaluation and synthesize information C3 skills to undertake complex tasks and personal plans, reflect on the relevant experience in the area of politics and IR and learn from feedback C4 awareness of professional ethics and codes of conduct (e.g. through modules such as the one on International Law and International Organizations)	Assessment methods Multimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. Professional skill attainment can be also derived from advanced seminars and guest lectures as well as extracurricular placement in internships and volunteerships (see below the distinctive features of the programme structure).

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 ability to apply knowledge to identify and critically analyze problems and international affairs issues and use feedback towards a desired aim D2 ability to use a range of digital practices and tools D3 ability to follow a formal path of complex, collaborative tasks D4 ability to accurately communicate information, arguments and ideas in a range of contexts related to politics and international relations.	Learning and teaching strategy Continuous engagement with information literacy, group discussions, research tasks, oral presentations, workshops. Assessment methods Group projects and presentations, research paper writing, examinations, blogs, posters.

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in International Studies 240 credits (120 at Level 4, 120 at Level 5)

Or transfer to BA (Hons) Political Science and International Relations (subject to validation)

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Politics 301 War and Human Security in the Modern World	15	5 pre-designated 300-level IR Electives (Level 6)	45 total (for three modules)	N/A	Spring
Politics 350 Thesis I	15	NB see accompanying Annex 1			Fall
Politics 351 Thesis II	15				Spring
Social Science 349 Contemporary Globalization	15				Fall
History 331 Modern Greek History	15				Spring (Pol sc and IR Electives both in the fall and spring)

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: A1 a systematic and comparative knowledge of the contemporary, globalized world as well as of focused areas A2 a detailed and extensive understanding of the developments in the field of politics including international security issues, the nature of conflict and migration studies A3 an ability to recognize the potential limits of knowledge in the area of the social sciences.	Learning and teaching strategy The senior seminars and lectures are meant to engage students in class discussions, debates and group work; use of audiovisual aid; promotion of extensive research in library and web-based databases. Assessment methods As students move from level 5 to level 6 they are asked to be able to thoroughly assess social, historical and political phenomena, and critically review concepts and theories through their writing assessment. Use of a variety of summative and formative types of assessment aiming to enhance students' critical thinking abilities. The senior thesis aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BA Hons in Pol Sc and IR. The thesis also introduces students to the possibility of limited knowledge in certain fields in Politics and IR. Individual modules explain in detail the array of assessment methods used.

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: B1 skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources (academic, policy etc) B2 competance in the choice and use of complex and specialized material for advanced writing culminating in the writing of a major project such as the senior thesis B3 ability to apply underlying concepts in different world contexts	Learning and teaching strategy Lectures, group work, workshops, invited guest lectures, discussion groups, individual research Assessment methods Examinations, research projects, senior thesis, long essays. Assessment exercises in level 6 frequently focus on policy analysis and practical answers to political concerns in addition to the theoretical and empirical dimensions of social science research.

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: C1 an ability to develop strategies for current development and future prospects C2 an ability to set up a major project (e.g. long essays, senior thesis) C3 ability to negotiate in a professional context and seek ways to improve performance and resolve conflict	Learning and teaching strategy Extensive engagement with individual and group projects, continuous engagement in events organised by the College (development of career plan, career week, workshops on problem solving in real-life situations, meetings with NGO representatives etc). Instrumental in this direction is the introduction of the Practicum placement module that allows the students to do an internship and gain academic credit along with professional experience.

3C. Practical and professional skills	
	Assessment methods Multimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. At this level as well, practical skills formation can be attained through advanced seminars and guest lectures as well as with placement in internships and volunteerships.

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
Upon completion of the level, students will demonstrate: D1 skills to critically evaluate arguments, abstract concepts and data D2 ability to select and apply more advanced research methods and quantitative techniques D3 ability to use communication and planning processes in context and identify alternative strategies D4 skills to undertake further academic and professional study and training D5 ability to participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own	Learning and teaching strategy Lectures, group discussions, research tasks, oral presentations, workshops. Assessment methods Group projects and presentations, research paper and senior thesis research and writing, examinations

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in International Studies 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)Or transfer to BA (Hons) Political Science and International Relations (subject to validation)

BA (Hons) Political Science and International Relations 360 Credits

4. Distinctive features of the programme structure • **Where applicable, this section provides details on distinctive features such as:** • **where in the structure above a professional/placement year fits in and how it may affect progression** • **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**
Supplementary to the academic programme of BA Hons Political Science and International Relations, the existence of the Michael and Kitty Dukakis Center for Public and Humanitarian Service is a distinct feature of the College and the programme in particular. The Dukakis Center offers a wide range of public service and citizenship education opportunities. It organizes annual workshops bringing academicians, practitioners, and students into a public forum of discussion in search of ways in which active political subjects emerge as citizens, and not necessarily in a formal sense. Previous sessions have focused on civil society and on gender as well

as in diplomacy, in what is intended to be a positive contribution towards a better understanding of new, flexible, and emerging forms of citizenship.
The Dukakis Center also participates actively in the wide variety of experiential learning opportunities offered to our students. The American College of Thessaloniki fully subscribes to a pedagogy of active or experiential learning -- of learning by doing. Other opportunities include design and maintenance of web-based portals, research and outreach assistantships directed by individual faculty.
Eligible students may interact directly with senior practitioners in public affairs in the context of Dukakis Centre Master Classes featuring senior experts and practitioners. The Centre also organizes study trips and simulated diplomatic tours, and a variety of civil society projects. Finally, qualified students participate occasionally in local and regional MUN simulations supported also by the MUN club at ACT. Dukakis guest lecturers have included Alvaro de Soto, Nicholas Burns, Nikiforos Diamandouros, Theodore Couloumbis, Kevin Featherstone, and Michael Dukakis himself, among scores of others.)
Among the Dukakis Center's principal citizenship initiatives are the *Politis*, a blog on citizenship in Greece and the wider world, civil society projects designed and undertaken by seniors majoring in Political Science and International Relations, and research on different dimensions of contemporary citizenship. It is a full complement of extracurricular activities and Pol sc and IR students may take informal internships in the Center.

Qualified Political Science and IR students (usually in their last two years of study) can also opt to undertake formal internships off campus with a variety of local and international public agencies, international organizations, and NGOs.

They may also register for an ACT free elective module which is titled Soc Sc 399 (Service Learning Practicum) and lead to educational internships in the area of Social Sciences. Such type of activities and internships are part of our efforts to

increase students' employability. Some other actions in that respect are mentioned a thorough report by the College Careers Office included in the background document (section 18).

Finally, it should be also mentioned that all ACT students are required to take a common general education curriculum consisting of 14 non-OU validated modules; the General Education Requirements, or GERs, are coordinated across the divisions and disciplines by the Academic Council with key input from faculty at the Division level. The GERs are placed into three main categories, the Arts and Humanities, the Sciences, and the Social Sciences (including modules such as Introduction to Politics, Ethics and Statistics). As a mechanism to implement and support student learning outcomes at the institution and programme levels, the GER courses are aligned with all academic programmes to provide a number of transferrable skills with a professionally-oriented dimension. In addition to developing communication and digital literacy skills, the GER curriculum emphasizes critical thinking and problem solving, quantitative reasoning, civic engagement, conflict resolution, creative expression and ethical integrity. With its solid liberal arts underpinning, the GER curriculum enriches students' educational experiences as they are also exposed to a range of viewpoints and debates that are part of current public discourse. As students progress from year to year, the GERs also provide the necessary links and transitions to the overall programme in terms of breadth and depth of knowledge directly relevant to the Political Science and IR programme (e.g. the students move from an 'Introduction to Politics' GER, to Politics 201-'Introduction to International Relations: Theories and Issues' in level 4, Politics 202 -'Political Theory' in level 5 and Politics 301 -'War and Human Security in the Modern World' in level 6).

5. Support for students and their learning
Academic Support Services include: • Financial Aid • An academic advising programme through which each student is assigned an advisor upon entering his/her freshman year who will offer advice on the students' academic and career plans. Students are expected to meet with their advisors regularly throughout the term, and especially when they face academic problems or want to withdraw from a course. Students are expected to consult with their advisors prior to registration. • Counseling services for students experiencing emotional and other challenges. • An optional but highly recommended English Language Preparatory Program prior to the first term at ACT for those students who need support in building their English language proficiency. • A Learning Hub, open to all students, to help with writing projects since many are not familiar with project-oriented education and are used to lecture-based classes. The Learning Hub also provides Math tutors. • A Business Liaison and Career Services Office through which students are provided assistance with their efforts in preparing graduate school applications and employment search, as well building bridges with the professional world. The office also develops programmes and workshops to help with the students' future career plans. Detailed information on its services is provided in the Background document. • An I.T. center which provides technical assistance and advice, as well as information technology instructional services.

- In the Niarchos Technology center, students have access to 4 computer labs and printing services, while in the New Building they have full access to 1 computer lab and printing services.
- Extensive Library facilities and assistance. Remote access to all e-resources is available to students.
- A concise, student-friendly guide to the Harvard citation style (to be used across the institution) is available on Bissell Library's website.
- ACT students have the opportunity to study abroad for one summer or term during their time as a student through the International Programs Office at ACT.
- Office facilitating and advising on Study Abroad opportunities.
- ACT has a learning disability policy in practice and provides appropriate assistance and compensation to students that have certified needs.
- ACT maintains a long-established Committee on Academic Standards and Performance.
- ACT provides Internship opportunities (through the Level 6 Placement 300 module) and Service learning and Community Service programs to all its students on a volunteer basis, in order for them to promote the development of their social and professional skills.
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Students are informed in detail of all services and facilities during their induction (Orientation Session), through meetings with their advisers as well as through accessing e-documents (Undergraduate Student Handbook) and the ACT website. The Pol Sc and IR Programme Handbook included with the revalidation documents directs to all such relevant services and links.

For more details on the support, please see the background document nos. 7, 18,19.

6. Criteria for admission

Application Requirements (Greek/EU Admission and Non-EU Admission)

Applicants are required to submit the following when applying for admission to the program:

An Application Form.
An official high school transcript of grades. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
An official high school diploma with a minimum grade of 14/20 in the Greek high school system or its equivalent in any other system; a minimum score of 24 in the IB diploma. If you have not attended an English- or Greek-speaking high school, an official translation into English is required.
Official evidence of proficiency in English. Students should submit an English certificate at a minimum level of B2, obtained in the last two years. Exempted are students whose primary language of instruction at school has been English for the duration of the secondary school studies.

A list of acceptable English test scores is the following:

If your qualification is not listed below, you can still apply, as applications are assessed on an individual basis.

Test of English as a Foreign Language (TOEFL), overall score iBT score 80

FIRST CERTIFICATE IN ENGLISH CAMBRIDGE UNIVERSITY or CAMBRIDGE ASSESSMENT ENGLISH or FIRST CERTIFICATE IN ENGLISH, CAMBRIDGE ASSESSMENT ENGLISH overall score 160-179.
INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS), University of Cambridge Local Examinations Syndicate (UCLES) or CAMBRIDGE ASSESSMENT ENGLISH – The British Council – IDP Education Australia IELTS Australia score 5,5 - 6,5.

(ECCE)- CERTIFICATE OF COMPETENCY IN ENGLISH, MICHIGAN University (ENGLISH LANGUAGE INSTITUTE or Cambridge Michigan Language Assessments - CaMLA or Michigan Language Assessment.)

TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION (TOEIC) score 505 - 780, EDUCATIONAL TESTING SERVICE/CHAUNCEY, USA.

Michigan State University – Certificate of English Language Competency (MSU – CELC): CEFR B2.

Application Requirements (US Degree-Seeking Admission)

US applicants are required to submit the following when applying for admission to the program:

An Application Form

Official transcripts of 9th, 10th, 11th grade and a grade report of the 12th grade. Candidates should have earned a minimum overall grade average of C+ in their final year or a minimum score of 24 in the IB grading system to be admitted.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
New scheme for passing a module Starting in the Fall 2018 term, ACT has put in effect a new scheme for passing a module. Details follow: Every assessment in every module has an associated threshold value (mark), which is set to 25 for all assessments. Students would need to achieve this minimum value (mark) in order to ensure that they have made a genuine attempt at each and every assessment. In order to pass a module, the student has to: 1. Achieve a mark that is above threshold (25) in all assessments. 2. Have an overall weighted average in the module that is 40 or higher. In the case that the student fails to accomplish one of the above, they will need to re-sit the failed component and the re-sit results will be capped at 40 as per the current regulations. Based on this for a piece of assessment, the student can: 1. 'Pass' the assessment: score 40 or better 2. 'Make a genuine attempt' at the assessment: score between 25 and 39 3. 'Fail' the assessment: score 24 or less

Cases 1 & 3 follow the current rules – pass and re-sit respectively. In case 2, if the student has an overall module average of 40 or better, they are seen to have meet the associated learning outcomes of the module collectively to pass the module and do not have to re-sit the assessment.
The above proposal does not apply to the Thesis modules. In these modules, the student has to resit an assessment when the mark is below 40 as per the current regulations.

In general, marking and assessment procedures are explained in the module descriptors, the programme handbook and are also available on the ACT website (Student Handbook and Regulations). They are therefore easily understood by students. Homework, exams and term papers are marked with constructive and positive feedback and returned to students in due time.

All academic programmes offered at ACT have specifically-stated learning outcomes at both the degree and the course level.

All majors publicize their degree programme outcomes, while all module descriptors include clearly articulated course outcomes, with respect to both knowledge and skills.

At the module level student assessment measures include:

- module and homework assignments (formative assessment)
- examinations (summative assessments)
- quizzes (formative assessments)
- term and research papers (summative assessments)
- class reports (formative assessments)

●fieldwork observations (summative assessments)
● class oral presentations (summative assessments)
●class participations and discussion (formative assessments)
● case-study analysis e.g. business modules (summative assessments)

Chairs and key faculty have gained new perspectives on course and programme design and measurement of fulfilment of outcomes. Over the past few years a concerted effort has been launched to complement classroom learning with different forms of experiential learning (Learning in ACTion), effects of which can be measured over the course of a student's residence at the institution.

Student Assessment Strategies aim at:

● Creating an organic relationship between Assessment and curriculum design - assessment is a central feature of the process of programme design and curriculum development;

● Developing clear and consistent Assessment criteria;

● Putting in place an assessment feedback mechanism to students that is (a) timely; (b) balanced between formative and summative feedback, which promotes learning and achievement, and encourages improvement;

●Building a system that facilitates students learning and supports student progression;

●Enabling students through academic support to develop the academic skills that will enable them to progress and achieve on the programs of their choice;

●Creating a management of assessment that is efficient, especially regarding the amount and timings of assessment, staff and student workloads, and in the provision of time for reflection by students.

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
Standard evaluating methods are into place and overseen by the Curriculum Leader (and Division Chair) and the Academic Dean: evaluating through student evaluation forms, grade averages, sit-in observation and ad hoc focus groups as well as interviews, formal or informal, with both students and faculty. All relevant information is passed on to individual instructors and teaching team so it can be used to improve teaching and learning strategies. Wherever necessary, the Division Chair conducts individual or group faculty mentoring. The recently adopted Module Reports provide opportunities for self-reflection on teaching strategy and assessment methods, thus adding to the methods available for evaluation. The departmental meetings, division meetings and the academic council function as means to address issues for improving the quality and standards of teaching and learning.

An institution-wide policy on Academic Integrity is in place (included in the Student Handbook and all module descriptors) to safeguard quality and standards of learning. A more thorough discussion can be found in the Background document no. 12.

10. Changes made to the programme since last (re)validation

All modifications, mostly changes to individual module specifications have already been approved by the OU. One modification to the programme specification was approved in 2020 and entailed module modifications in assessment due to the migration of all modules online during the pandemic lockdowns. One modification included the change of status of Module politics 207 The Modern Greek Nation State from elective to requirement. The revised programme specification of 2022 is included in the folder. (see attached revised programme specification from 2022).

Currently proposed modifications to the programme are the following:
-First, we wish to introduce the Politics 230 Comparative Politics module as a requirement at level 4. As such, it will replace the Economics 102 module (Introductory Microeconomics). The reasoning is that this addition will strengthen the Political Science component of the degree and it is according to a recommendation by the previous revalidation committee. We will still keep the Economics 101 (Introductory Macroeconomics) which is more relevant to our degree and we still have a number of cross listed Business modules at levels 5 and 6.

- Next, we decided to merge two required modules at level 5, namely politics 231 (International Law) and politics 232 (International organisations) into one module to avoid overlapping in the module content. The new module that will replace these

two is will be Politics 233 (International Law and Organisations) and this will free up one more major elective at level 5 (three instead of two that the current programme has).

-We decided to replace the module Politics 249 (Global Political Economy) with the module we Politics 306 Contemporary Development Issues to enhance the curriculum when it comes to issues of Global South, diversity and decolonisation. Part of content of Politics 249 was actually overlapping with Social Science 349 (level 6 requirement).

- We have decided to update the list of offerings of Pol Sc and IR electives in levels 5 and 6. The rationale is that we would like to cover areas for which we see a contemporary interest both in terms of current affairs and in terms of students' informal feedback. Another concern is to avoid overlapping of module content as much as possible. Thus, after consulting with the teaching team it was decided that we propose the following: three new modules. One is a module on International Migration at level 5 (Politics 240). The module reflects contemporary concerns about issues of migration around the world and focuses on discourses of diversity and inclusion. The second one is a module on Politics and New Technologies (Politics 250) at level 5 following informal feedback by many students. These modules take a "supradisciplinary" approach they will allow students to critically assess a wide spectrum of discourses relevant to their programme of study. The third new module is the Practicum 300 – Practicum at level 6. This is a module that is now introduced across all degrees at ACT to cover the academic needs of an internship module and prepare our students for professional life under appropriate supervision by the module tutor.

These new modules will be added to the list of Pol Sc and IR electives for level 5 and 6 and we will remove from the list the modules: History 231, History 245, Soc Sc 228,

Politics 321. For some of them the professors who were teaching them are no longer available and for others the contents are covered now by required modules.

One elective level 6 module Anthropology 349 (Intercultural Communication in Theory and Practice) will be replaced by the Communication 315 module (Intercultural communication and understanding), which is a similar content (cross listed course from the English programme)

Five modules will have slightly revised titles to better reflect their content, namely, Politics 207 (now titled: Modern Greek Politics and Issues in Greek foreign policy), History 221 (now titled: Modern World History), History 331 (now titled: Modern Greek History), Politics 333 (now titled: Diplomacy), Politics 334 (now titled: Global Security Challenges).

- Finally, another modification we would like to bring about is the one related to the OU-validated modules we have cross-listed with other ACT programmes. Based on our students' feedback and on discussion with the Business Curriculum Manager, we propose that we replace Finance 220, Management 219, Economics 332 and Marketing 318 with other Business electives at levels 5 and 6 that would be more relevant to our students and their professional opportunities.

So the list of cross-listed Business modules will now be:

Management 307 Negotiation and Conflict Resolution (OU)
Management 308 Leadership Development (OU)
and Management 460 Contemporary Project Management (OU)

Another cross listed course from the Psychology programme will be Psychology 330 (Psychology of Immigration) at level 6 which follow well from the new level 5 elective International Immigration.

Two cross listed courses are from the the English programme and fit well with the outcomes of the Pol Sc and IR programme. Namely: English 350 Advanced Writing for Social Change (OU) at level 5 and English 320 The Other in Literature and Media (OU) at level 6.
So an updated version of programme of study is as follows:

Level 4 - requirements

Politics 201 Introduction to International Relations: Theories and Issues
History 201 Women in Modern Times
Social Science 210 Introduction to Global Studies and Human Geographies
Research 210 Research methods and analysis
European Studies 210 Foundations of European Integration
English 250 Advanced Writing and Professional Communication
Economics 101 Introduction to Macroeconomics
Politics 230 (Comparative politics) (NEW ADDITION TO LEVEL 4)

Level 5- requirements

History 221 Global World History (REVISED TITLE)
Politics 207 Modern Greek Politics and Issues in Greek foreign policy (REVISED TITLE)
Politics 306 Contemporary Development Issues (NEW ADDITION AT LEVEL 5)
Politics 233 International Law and Organizations (NEW)
Politics 202 Political Theory

3 Pol sc and IR Electives (optional modules; see appended list)

Level 6 - requirements

Politics 301 War and Human Security in the Modern World
Social Science 349 Contemporary Globalization
History 331 (Modern Greek History) (REVISED TITLE, NEW AS REQUIREMENT)
Politics 350 Thesis I
Politics 351 Thesis II

3 Pol Sc and IR Electives (optional modules; see appended list)

Optional modules

Level 5

Humanities 221 History on Film/Film on History
Politics 229 US Federal Government
Social Science 215 Studies in Media and Contemporary Society
Politics 240 International Migration (NEW)
Politics 250 Politics and New Technologies (NEW)
English 350: Advanced Writing for Social Change (cross listed with the English programme)
English/Hum 246: American Literature and Culture (cross listed with the English programme)
Comm 315: Intercultural Understanding and Communication (cross listed with the English programme)
Management 307 Negotiation and Conflict Resolution ((cross listed with the Business programme)

Level 6

Politics 304 Women, Power, and Politics
Politics 332 Human Rights
Politics 333 Diplomacy (REVISED TITLE)
Politics 334 Global Security Challenges (REVISED TITLE)
Social Science 323 Race and racisms
Practicum 300 (NEW)
Psychology 330 - Psychology of immigration (cross listed with the Psychology programme)

ENG 320- The Other in Literature and Media (cross listed with the English programme)

Management 308 Leadership Development (cross listed with the Business programme)

Management 460 Contemporary Project Management (cross listed with the Business programme)

All new and revised module descriptors are included in the relevant folder.

See also Background document #6

Annex 1: Curriculum map

NB All classes are for 15 credits with 150 notational hours

Level 4 - requirements

Politics 201 Introduction to International Relations: Theories and Issues
History 201 Women in Modern Times
Social Science 210 Introduction to Global Studies and Human Geographies
Research 210 Research methods and analysis
European Studies 210 Foundations of European Integration
English 250 Advanced Writing and Professional Communication
Economics 101 Introduction to Macroeconomics
Politics 230 (Comparative politics) (NEW ADDITION TO LEVEL 4)

Level 5- requirements

History 221 Global World History (REVISED TITLE)
Politics 207 Modern Greek Politics and Issues in Greek foreign policy (REVISED TITLE)
Politics 306 Contemporary Development Issues (NEW ADDITION AT LEVEL 5)
Politics 233 International Law and Organizations (NEW)
Politics 202 Political Theory

3 Pol sc and IR Electives (optional modules; see appended list)

Level 6 - requirements

Politics 301 War and Human Security in the Modern World
Social Science 349 Contemporary Globalization
History 331 (Modern Greek History) (REVISED TITLE, NEW AS REQUIREMENT)

Politics 350 Thesis I
Politics 351 Thesis II

3 Pol Sc and IR Electives (optional modules; see appended list)

Optional modules

Level 5

Humanities 221 History on Film/Film on History
Politics 229 US Federal Government
Social Science 215 Studies in Media and Contemporary Society
Politics 240 International Migration (NEW)
Politics 250 Politics and New Technologies (NEW)
English 350: Advanced Writing for Social Change (cross listed with the English programme)
English/Hum 246: American Literature and Culture (cross listed with the English programme)
Comm 315: Intercultural Understanding and Communication (cross listed with the English programme)
Management 307 Negotiation and Conflict Resolution ((cross listed with the Business programme)

Level 6

Politics 304 Women, Power, and Politics
Politics 332 Human Rights
Politics 333 Diplomacy (REVISED TITLE)
Politics 334 Global Security Challenges (REVISED TITLE)
Social Science 323 Race and racisms
Practicum 300 (NEW)
Psychology 330 - Psychology of immigration (cross listed with the Psychology programme)

ENG 320- The Other in Literature and Media (cross listed with the English programme)
Management 308 Leadership Development (cross listed with the Business programme)
Management 460 Contemporary Project Management (cross listed with the Business programme)
All new and revised module descriptors are included in the relevant folder.

Annex 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4			B1	B2	B3	B4	B5				C1	C2	C3	C4			D1	D2	D3		
4	Politics 201	x	x	x	x				x	x		x				x			x			x		x		
	Research 210	x	x					x	x							x	x		x			x	x	x		
	History 201	x		x	x			x	x			x				x		x				x	x	x		
	European Studies 210	x	x	x	x				x	x	x	x				x		x	x			x	x	x		
	Economics 101	x			x				x		x	x					x	x	x			x	x			
	Politics 230	x	x	x	x			x	x	x	x					x	x	x				x	x	x		
	Social Science 210	x		x				x		x	x	x						x	x			x	x	x		
	English 250	x		x				x	x							x	x		x			x	x	x		

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Certificate of Higher Education in International Studies 120 credits at Level 4

Level	Study module/unit	A1	A2	A3				B1	B2	B3			C1	C2	C3	C4			D1	D2	D3	D4			
	Required modules																								
5	Politics 207	x	x	x					x	x				x	x				x		x	x			
	Politics 306	x		x				x	x	x			x	x		x			x		x	x			
	History 221	x	x					x	x				x						x	x	x	x			
	Politics 202	x		x				x	x	x			x	x	x				x	x	x	x			
	Politics 233	x	x	x				x	x	x			x		x	x			x		x	x			
	Major elective modules																								
	Humanities 221	x	x	x					x	x			x		x				x		x	x			
	English/Humanities 246	x	x					x	x				x	x						x	x	x			
	Politics 240	x	x	x				x	x	x				x		x			x			x			
	Social Science 215	x	x	x				x	x	x			x		x				x	x	x	x			
	Politics 250	x	x	x				x	x				x	x					x		x	x			
	Politics 229	x	x	x				x		x				x		x			x			x			
	English 350	x		x				x	x				x	x	x	x			x	x	x	x			
	Communication 315	x	x	x				x	x	x			x		x				x	x	x	x			
	Management 307	X		x				x	x	x			x		x	x			x		x	x			

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a Diploma of Higher Education in International Studies 240 credits (120 at Level 4, 120 at Level 5)

Level	Study module/unit	A1	A2	A3				B1	B2	B3			C1	C2	C3				D1	D2	D3	D4	D5			
	Required modules																									
6	Politcs 301	x	x	x				x	x				x	x					x	x	x					
	Soc Sc 349	x	x	x				x	x	x			x	x	x				x	x	x	x				
	Politics 350	x	x	x				x	x	x			x	x					x	x	x					
	Politics 351	x	x	x				x	x	x			x	x	x				x	x	x	x	x			
	History 331	x	x					x	x	x			x	x					x	x	x					
	Major elective modules																									
	EUST 351	x	x	x				x	x	x			x		x				x		x	x	x			
	Politics 304	x	x	x				x	x	x				x	x					x	x	x	x			
	Politics 332	x	x	x				x	x					x	x				x	x	x		x			
	Politics 333	x						x		x			x	x	x				x			x				
	Politics 334	x	x	x				x	x					x	x					x	x	x	x			
	Practicum 300	x		x				x		x			x	x	x				x	x	x	x	x			
	Social Science 323	x	x	x				x	x	x			x	x					x	x			x			
	Psychology 330		x	x				x	x	x			x	x	x				x		x		x			
	English 320		x	x				x	x				x	x						x	x	x	x			
	Management 308	x		x				x	x	x			x		x				x		x	x				
	Management 460	x	x					x	x	x			x	x	x				x	x		x	x			

Exit Award: If the learning outcomes have been met, then the student is entitled to receive a BA Ordinary in International Studies 300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)

Or transfer to BA (Hons) Political Science and International Relations (subject to validation)
BA (Hons) Politics Science and International Relations 360 Credits

Annex 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**:
http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-politics-and-international-relations.pdf?sfvrsn=73e2cb81_5

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.